Learning Journey for the Year

Dear teachers, the table below summarises the learning journey you will cover with your students this year.

Beginning-of-Year assessment to identify BOY learning gaps Supports you in reteaching and recapping critical **Bridge Course** prerequisite skills Term 1 Term 1 consists of 4 units of 20 days each. Unit 1 Four-Digit and Five-Digit Numbers Unit 2 Addition and Subtraction Multiplication Unit 3 Unit 4 Division Middle-of-Year assessment along with a 5-day MOY Term 1 revision plan Term 2 Term 2 consists of 3 units of 20 days each. Unit 5 Fractions and Data Handling Unit 6 Measurement Unit 7 Figures and Patterns End-of-Year assessment along with a 5-day **EOY** Term 2 revision plan



Detailed Syllabus for the Year

The roadmap given below lists the units covered in each term. Term 2 units will be visible on the tab after the completion of the MOY assessment.



TERM 1



UNIT 2 – ADDITION AND

UNIT 1 – FOUR-DIGIT & FIVE-DIGIT NUMBERS

- Forming 4-digit and 5-digit numbers
- Rounding numbers to the nearest 100 and 1000
- Roman Numerals 1-10

SUBTRACTION Addition and subtraction of 3 on

- Addition and subtraction of 3-and 4digit numbers
- Solving word problems
- · Estimation of sum and difference

4

3

UNIT 4 - DIVISION

- Division as a reverse of multiplication
- Division of 3-digit numbers by 1-digit divisor
- Solving word problems

UNIT 3 – MULTIPLICATION

- Multiplication tables from 11 to 20
- Multiply 3-digit by 1-digit numbers and 2-digit by 2-digit numbers
- Solving word problems

TERM 2

5

UNIT 5 – FRACTIONS & DATA HANDLING

- · Fraction as a part of the whole
- · Add and subtract like fractions
- Pictographs and bar graphs

6

UNIT 6 - MEASUREMENT

- Standard units of measurement with conversions
- Reading calendar and reading time
- · Calculating elapsed time

7

UNIT 7 – FIGURES AND PATTERNS

- Properties of solid shapes
- Symmetry
- Tessellations and tangrams

The important skills that students will develop this year are:



THINKING SKILLS

- Solving real-world problems
- Creating new ideas
- Being curious
- · Reflecting on their learning
- Learning from mistakes



COMMUNICATION SKILLS

- Communicating effectively
- Presenting ideas
- Using information
- Using different media



COLLABORATION SKILLS

- Working with others
- Appreciating others' ideas
- Resolving conflicts
- Connecting to their community
- Connecting to the nation



The LEAD Method

The infographics below show the LEAD Method that you will be following with your students.

1. 5Cs Approach: Every concept is taught through the 5Cs approach.

Students will build new knowledge on their existing knowledge.

Contextual

All concepts are taught using language, pictures, and examples that are relevant to students.



Connected to Life

Students will be able to connect and apply their knowledge to life.

Concentric ©

All learning moves from teacher-led to student-led.

Caters to All Learners

Students have multiple pathways to learn all concepts — videos, activities, and projects.

2. ELS: English Language Strategies



Reading

Annotation to read with understanding

 Graphic organisers, which are visual templates, to help organise thoughts and ideas while reading



Writing



- Step-by-step solved examples for writing answers effectively
- Partially filled solutions to help you with guided writing



Vocabulary Support

- Keywords with meanings for easy understanding
- Labelled diagrams for pictureword association
- Definitions highlighted for easy revision



The LEAD Method

3. CPA: The Concrete-Pictorial-Abstract method helps students understand Math meaningfully.





Students use physical objects to model and solve Math problems.





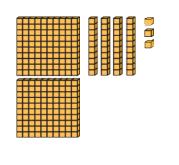
Students use drawings of physical objects to model and solve Math problems.

3 Abstract

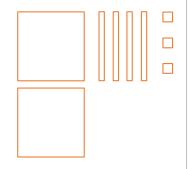


Students use symbols to represent drawings and to solve Math problems.

Concrete



Pictorial

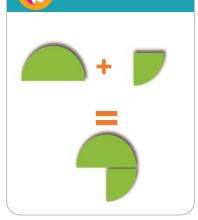


$$\frac{3}{4}$$

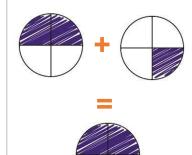
Abstract

200 + 40 + 3 243

Concrete



Pictorial





Abstract

$$\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$$

Important Icons

Icons and Features of the Books



Let's Think

Provides opportunities for building thinking skills



Let's Discuss

Provides opportunities for building communication skills



Let's Work Together

Provides opportunities for building collaboration skills



Reflection Corner

Helps students think deeply about their learning and improve for the future



Activity Corner

Helps students understand concepts and apply their learning



Provides meanings of difficult words as they read



Students can access important resources at home by scanning these codes using the LEAD Student App.



Quick Math

Provides an easy approach with calculation tips and tricks to solve problems

Icons and Features in the Lesson Plans



Think



Observe



Solve



Turn and Talk



Think-Write-Pair-Share

Ensure that you use the routines and structures as mentioned in the plans to achieve excellence in each unit.

Resources called LCRs will help you understand these in detail. The LCR for each routine or structure will be mentioned under 'Preparation Needed' the first few times that routine is used



Assessment Structure for the Year

The objective of assessments is to check if all students have understood the concept and can apply their learning. Based on assessment data, it is very important to do strong remedials using LEAD remedial recommendation before progressing forward. LEAD prescribes the following assessments:

1 written assessment BOY Max. marks – 40 Duration – 60 minutes 1 written assessment Bridge Course Max. marks – 20 Duration – 20 minutes Term 1 Each unit will have the following assessments. Unit 1 1 written assessment Max. marks – 20 Duration – 40 minutes Unit 2 1 activity-based assessment* Unit 3 Max. marks - 10 Graded as per Rubric Unit 4 1 written assessment MOY Duration – 60 minutes Max. marks – 40 Term 2 Each unit will have the following assessments. Unit 5 1 written assessment Max. marks – 20 Duration – 40 minutes Unit 6 1 activity-based assessment* Unit 7 Max. marks - 10 Graded as per Rubric 1 written assessment **EOY** Max. marks – 40 Duration – 60 minutes

*This is aligned with NEP 2020's recommendations to include activity-based assessments in primary grades.



Assessment Framework

Unit Assessments

The written unit assessments have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select or True / False	1	2	2
Multiple choice questions	1	3	3
Fill in the blanks	1	1	1
Match the following	4	1	4
Short answer questions	2	2	4
Long answer questions	3	2	6
		11 questions	20 marks

MOY & EOY Assessments

MOY and EOY assessments will have the following structure.

Types of Question	Marks	Number of Questions	Total Marks
Select or True / False	1	3	3
Multiple choice questions	1	6	6
Fill in the blanks	1	4	4
Match the following	4	1	4
Short answer questions	2	7	14
Long answer questions	3	3	9
		24 questions	40 marks



Assessment Framework

Spiralling in Assessments

- In the MOY assessment 100% of the questions will be from Term 1 units.
- In the EOY assessment 85% of the questions will be from Term 2 units, and 15% will be from Term 1 units.
- In Unit Assessments The Unit 1 assessment has no spiralling. In the
 Unit 2 assessment, 90% of the questions will be from the unit and 10%
 will be from previous unit. In every subsequent unit assessment, 85% of
 the questions will be from the unit and 15% will be from the previous two
 units. This is to help students practise concepts and be better prepared
 for the MOY and EOY assessments.

Difficulty Level of Questions

The difficulty levels of the questions in the assessments are based on board guidelines. All questions are categorised as per the table below:

	LOTS (Lower Order Thinking Skills)	MOTS (Middle Order Thinking Skills)	HOTS (Higher Order Thinking Skills)
Definition	Questions based on recalling knowledge	Questions based on applying skills in familiar scenarios	Questions based on applying skills in unfamiliar scenarios, analysing situations, and building on top of what was taught in class
Bloom's Level	Remember	Understand Application (simple)	Application (complex) Evaluate Analyse Create

In line with board guidelines, LEAD assessments follow the structure explained below:

Unit 1 - 60% LOTS: 30% MOTS: 10% HOTS

Unit 2 - 50% LOTS: 40% MOTS: 10% HOTS

Unit 3 - 40% LOTS : 50% MOTS : 10% HOTS

Unit 4 - 30% LOTS : 50% MOTS : 20% HOTS

MOY - 30% LOTS: 50% MOTS: 20% HOTS

Units 5, 6, and 7 - 30% LOTS: 50% MOTS: 20% HOTS

EOY - 30% LOTS : 50% MOTS : 20% HOTS

We slowly increase the level of difficulty for students in Term 1.



Materials Required

You will need the following materials for the various activities that will be conducted in Term 1.

To be Taken from the School Kit	To Be Bought Locally
Unit 1: Four-digit & Five-digit Numbers	Unit 1: Four-digit & Five-digit Numbers
 Place value kit Place value chart 2 	 A4 sheets Paper plates Paper pins Sticks to be used as needles 1 Pack of Post-its Chart papers A4 sheets of different colours A timer (or a stopwatch)
Unit 2: Addition and Subtraction	Unit 2: Addition and Subtraction
Place value kitAddition chartSubtraction chartPlace value chart 2	
Unit 3: Multiplication	Unit 3: Multiplication
Place value kitUnifix blocksCounters	 A4 Sheets Glasses or bangles – 15 Paper cups – 15
Unit 4: Division	Unit 4: Division
Place value kitCountersPopsicle sticks	Paper cups – 15A4 Sheets

The list of materials required for Term 2 will be uploaded after the completion of Term 1.

